

Paulton Junior School
Learning Together, Learning for Life
English Policy: Writing

Rationale:

- 1.1 Success in the writing process is important in the development of pupil self-confidence and motivation. Competence in writing is a key factor leading to the success as an independent learner. The ability to communicate through writing has an impact on the development of most other areas of the curriculum, and on the development of the pupil as a unique and individual being.
- 1.2 Children learn to write as a means of communicating meaning to a wide range of audiences. Consequently children need to learn to structure their writing to make it coherent and to use correct spelling, punctuation and grammar to make the meaning of their writing clear to their readers.
- 1.3 In order that ideas are successfully expressed in writing it is important that children develop and understand a fully comprehensive vocabulary.

Entitlement:

- 2.1 Every child's entitlement is specified in and is outlined in the National Curriculum Programme of Study for English.

Guidelines:

- 3.1 Children will be given meaningful purposes for writing on a regular basis across the whole curriculum spectrum, in a variety of forms and for a range of audiences.
- 3.2 The teaching of writing will be through the 4 main functions of writing: Persuade, Inform, Entertain and Explain.
- 3.3 Children will be encouraged to write independently. They will also be given the opportunity to write collaboratively in a range of groupings. The independent work of all children, including those with SEND needs, must be equally valued.
- 3.4 The writing programme will include regular opportunities for planning, drafting and editing work. Computers and ICT can be used (where possible) for drafting and editing purposes and for a range of published outcomes, using a variety of relevant software. All the children should be given the opportunity to publish written work on a regular basis.
- 3.5 Children will be taught the correct usage of punctuation, spelling and grammar as part of a structured programme linked to the development of the writing process as per our progression document and SPAG Definition Guide.
- 3.6 Children will be introduced to relevant and new vocabulary (as appropriate) and will be encouraged to use it in inventive ways.
- 3.7 Types of writing are decided as per the long-term planning document which allows for progression, coverage and a spiral curriculum across the Key Stage.
- 3.8 The stimuli for the text type will primarily be a book to engage and motivate children as necessary, however the text type remains unless discussed with the Curriculum Coordinator.
- 3.9 Year groups will use the stimuli (book) for a whole term and produce a fiction and non-fiction piece of writing based upon it.

Assessment:

4.1 Regular teaching assessments of children's work will be made using our Assessment Grids (designed following moderation, in conjunction with research and other literature), against the National Curriculum objectives for each year group, by the class teacher. Progress will be formally assessed 3 times a year as part of the school's assessment arrangements. Information gained through assessment will be used in the planning of subsequent writing programmes. Percentage scores of EXS, WTS and GDS will be added to our whole school spreadsheet to allow for tracking.

4.2 A range of varying types of writing will be produced by each child and kept as a record of writing development. All formal assessments will be carried out in children's writing books. Children will have publishing books where they can publish different work. These books will move through the school with the child from Year 3 to Year 6.

4.3 Year group moderation will be carried out during our three formal assessment periods: September, January and June. All year groups will take part in HUB moderation if available. Staff Meeting slots, throughout the year, will provide an opportunity to cross-moderate to ensure there is clear progression throughout the school.

4.4 KS2 writing SAT outcomes are reviewed yearly (Nationally) and any changes to the writing objectives and expectation for the end of KS2 will be shared with all staff.

4.5 Continual ongoing formative assessment will be carried out on a day-to-day basis by the class teacher and year group TAs; this will inform planning to drive progress forward.

References:

National Curriculum Programme of Study for English 2014

NFER Assessments

Long-Term Planning Documents

Progression Documents (Writing (PAG), Reading and Spelling)

SPAG definition Guide

Written: September 2020

Agreed by staff:

Agreed by Governing Body:

Reviewed: September 2024

Next Review Date: September 2026

Paulton Junior School
Learning Together, Learning for Life
English Policy: Reading

Rationale:

1.1 Success in reading is crucial to the development of pupil self-esteem and motivation.

The ability to read fluently and with understanding is essential in order to make progress in most other areas of the curriculum. The competent reader has the key to independent learning.

1.2 In order that pupils make good progress and work towards achieving their full potential, it is essential that all staff give the teaching of reading the highest priority.

Entitlement:

2.1 Every child's entitlement is specified in the Programme of Study for English.

2.2 All children will read to an adult at least once a week. For priority readers this may be more frequent.

Guidelines:

3.1 The teaching of reading requires a multi-strategised approach, stressing reading for meaning in a purposeful way. Hence a wide range of reading material must be available for all pupils across the whole curriculum.

3.2 Priority must be given to the development of reading in the key areas identified in the National Curriculum as 2 dimensions: word reading and comprehension. These key umbrella terms are taught daily through focused guided reading sessions. Reading for comprehension involves work based on the ability to recognise and recall -

Literal: facts, main ideas, sequence of events, comparisons and contrast, character statements and reasons.

Authorial: analyse, synthesise and organise ideas and information explicitly stated in the text. Explain why a writer has chosen to organise a text in a particular way.

Deductive: the ability to answer questions where the text does not actually tell us, but we can work out the answer directly from information the text gives us.

Inferential: ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.

Evaluate: make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

Appreciative: be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

3.3 Children will be encouraged to read for pleasure and information, being given the opportunities to experience a wide range of books and other reading material, including high quality literature.

3.4 The reading programme will include whole class, shared, group and individual sessions.

3.5 Appropriate reading strategies including phonics, will be taught to help children to learn to read fluently, independently and with understanding. All children will be encouraged to read a range of increasingly challenging texts.

3.6 Children will be given opportunities for reading aloud to audiences, including their own and other classes, groups of children and the whole school. The use of the group reading texts and plays may be included in the weekly reading programme, particularly in reading aloud sessions.

3.7 Children will regularly be given advice and guidance on extending choice in reading, according to individual ability. Regular book sharing session is to be encouraged. In order to extend reading skills the children will be encouraged to respond to text in a variety of ways.

3.8 All children will participate in a daily reading session which will provide opportunities to engage with guided reading, reading comprehension, English based activities and other reading tasks which class teachers will arrange at their discretion in accordance with their year group partners. This will be delivered through a whole class teaching approach.

3.9 All children will be encouraged to read for pleasure and information, therefore regular visits to our school library (and local libraries) will be activity encouraged.

3.10 Reading scheme material is based upon Accelerated Reader and the ZPD range approach. The use of this material gives the children the opportunity to practice their developing reading skills with texts that have a structured approach. Children can challenge themselves using the higher end of their ZPD range or enjoy reading for pleasure at the lower end of their range. Renewal and updating of all book stocks will be regularly and carefully planned, as will be the funding necessary to achieve such renewal and updating.

3.11 Reading skills will be developed across the whole curriculum, using fiction and non-fiction texts as appropriate.

3.12 Literature and poetry will be valued in their own right, particularly high quality classic literature.

3.13 Reading aloud by the teacher to the class will be important part of the school day throughout the key stage; classes are strongly encouraged to have a class reader.

3.14 Children with SEND will be given appropriate help and support, including the provision of materials to match individual need. All children with special needs will be encouraged to read with confidence and see themselves as readers, according to their individual ability.

3.15 The use of ICT will form part of the reading programme for the development of specific skills where possible. A variety of media including film and lyrics may be used as a stimuli to support learning.

3.16 Social, emotional, cultural and spiritual issues will be taken into consideration when reading materials are being selected.

3.17 Everybody concerned will be encouraged to develop a strong home/school partnership related to the development of reading skills. Children will take home books to read with parents and other adults, who are encouraged to make responses about pupil reading development in the School Reading Record. As a school, we expect at least 3 weekly comments from home in a pupil's record.

3.18 An annual school book week or day will focus attention on the pleasure of reading.

Assessment:

4.1 Reading assessments will take place termly (6 per year) in the form of Star Reader assessments. This will give children their ZPD range and provide teachers with key information about pushing their reading forward. Summative assessments in the form of NFERs where a standardised score and reading age can be produced will take place 3 times a year. This will ensure appropriate interventions in put in place to support learners as necessary: to extend and support.

4.2 Teacher assessments will be made on a regular basis through daily guided reading sessions and monitoring children's success on Accelerated Reader quizzes.

4.3 Standardised assessment tasks will take place at the end of the key stage through external testing – currently a 1 hour reading test. The outcomes of these are reviewed and any changes will be shared with all staff.

4.4 Teachers will keep comprehensive records of individual pupil progress in reading.

References:

Programme of Study for English

Accelerated Reader

NFERS

Written: September 2020

Agreed by staff: October 2020

Agreed by Governing Body: October 2020

Reviewed: September 2024

Next Review Date: September 2026

Paulton Junior School
Learning Together, Learning for Life
English Policy: Speaking and Listening

Rationale:

- 1.1 Speaking and listening skills are fundamental to the progress in all areas of the curriculum and to the social, emotional and intellectual development of the child. Relationships are established through the ability to communicate thoughts and ideas.
- 1.2 Children need to express themselves orally, matching their styles and responses to audience and purpose. They need to be able to listen and respond to literature and receive instructions. They need to develop the skill of participating in group discussions.
- 1.3 Paulton Junior School values and seeks to develop children's speaking and listening skills. The ability to express oneself orally in an appropriate manner is an essential life skill.

Entitlement:

- 2.1 Every child's entitlement is specified in the National Curriculum Programme of Study for English.
- 2.2 All children will be given the opportunity to participate in school performances to an audience and will be given opportunities to watch performances of plays and drama when appropriate.

3.1 Guidelines:

When planning, references will be made to four key objectives:

- Speaking for different audiences
- Listening and responding
- Discussion and group interaction
- Drama activities

3.2 Every opportunity will be taken to engage in talk with the children. By listening attentively, we aim to enable children to feel valued and thereby extend their communication skills. Children will be encouraged to speak standard English when appropriate but also to value diversity of accent and dialect. Planning will cater for participation in groups of differing sizes and all children will be encouraged to speak to larger audiences through year group and key stage assemblies. Frequent use will be made of iPads and other recording devices.

3.3 Most speaking and listening activities will form part of cross-curriculum work. All four activities associated with speaking and listening will be used to enhance learning within the Programme of Study and in the wider curriculum.

3.4 Full and active participation of all children will be encouraged, irrespective of ability, gender or race. Children with specific speech and auditory problems will be identified and specialist help will be sought where appropriate.

3.5 Parents will be encouraged to value time spent talking and listening to their children.

Assessment:

4.1 Assessment of speaking and listening will take place on a regular basis using an agreed format and the information gained from assessment used in future curriculum planning.

References:

National Curriculum Programme of Study for English

Written: September 2018

Reviewed: September 2024

Agreed by staff:

Agreed by Governing Body:

Next Review Date: September 2026

Paulton Junior School
Learning Together, Learning for Life
English Policy: SPAG

Rationale:

1.1 Children need to be competent and confident in spelling, punctuation and grammar. The ability to spell correctly, use grammar accurately and punctuate with clarity and purpose is important in the development of self-esteem and necessary for successful pupil performance across the curriculum.

Entitlement:

2.1 Every child's entitlement is specified and is outlined in the Programme of Study for English.

Guidelines:

3.1 The children will undertake work specifically related to spelling. This will be taught with the aid of Twinkl between 3 and 4 times a week or as a whole dedicated spelling lesson.

3.2 Children will be encouraged to write independently in order to develop confidence in spelling using a 'have a go' approach. They will be taught to use dictionaries and word banks to gain access to correct spellings.

3.3 Children will use multiple ways to practise and learn spellings.

3.4 The teaching of spelling linked to cursive handwriting will be emphasised so that the correct spelling of common letter strings will become automatic.

3.5 Children will be taught to look for the pattern and letter string in their writing and reading programmes. The use of word games including relevant APPs are encouraged.

3.6 The teaching of punctuation and grammar will be within specific, dedicated English lessons but also through modelling of writing and across other curriculum areas.

3.7 The progression document for PAG will be referred to as part of weekly planning to ensure the correct coverage for each year group is met.

3.8 The teaching of punctuation and grammar will be followed as outlined by the long term document which specifies what should be covered with each text type.

3.9 All Paulton Junior Staff should be familiar with (and refer to) SPAG Definitions – a reference guide for teachers.

3.10 All teachers must make themselves familiar with Paulton Junior School's Guidelines on marking and apply these guidelines.

3.11 Parents should be encouraged to work in partnership with the school supporting children in learning relevant spelling strings and patterns in particular the additional word lists.

3.12 PAG teaching will be taught in context.

Assessment:

4.1 Assessment of spelling takes place on a regular basis through dictations and spelling tests. Formal spelling tests take place as part of the SPAG tests carried out 3 times a year.

4.2 September, January and June assessments will use the summative format of NFERs where class teachers will create standardise scores to ensure children are working at the expected standard for their age.

4.3 An external SPAG paper will be completed at the end of KS2 as part of National Testing (SATs).

4.4 NFERs will gain data specifically related to SPAG objectives to demonstrate children's understanding.

4.5 Children will be taught to edit their work, correct spellings, improve word choices and ensure sentences are grammatically correct.

References:

Programme of Study for English

NFERs

Grammarsaurs

Long Term planning

Progression Document

Review:

Written: September 2018

Agreed by Staff:

Agreed By Governing Body:

Reviewed: September 2024

Next Review: September 2026